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ABSTRACT

Noting that locating suitable space can be a challenge when starting a new early childhood program or relocating an established program in New York City, this resource paper focuses on physical sites for early education and child care programs and services. Presented in three parts, the paper includes tips for assessing the feasibility of a potential site, estimating the cost, finding the funding to develop the site, and working with an architect. Part 1 identifies six ways to locate potential sites in the community. Part 2 provides suggestions for assessing the suitability of a site for a child care program, considering both licensing requirements and program needs. This part includes tips with regard to amount of instructional space, location in building, other space, playground, rent, and potential space problems. Part 3 focuses on finding and working effectively with a qualified architect. This part includes questions to ask the architect, a list of architectural services, a glossary of architectural terms, and addresses for further information. (KB)

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A Child Care, Inc. Resource Paper:

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Part of a Series of Resource Papers on Developing Child Care and Early Education Services

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Child Care, Inc., a Child Care Resource and Referral Agency, has prepared this series of Resource Papers—informational guides to assist agencies and individuals in providing high-quality child care and early education services to children and families in New York City. Each Child Care, Inc. Resource Paper presents information and resources on one or more aspects of developing child care and early education programs.

Nancy Kolben
Executive Director

Judith B. Ennes
Coordinator of Special Projects

CHILD CARE FACILITIES
Requirements, Costs and Funding:

This Child Care, Inc. Resource Paper focuses on physical sites for early education and child care programs and services. It includes tips for assessing the feasibility of a potential site; estimating the cost; finding the funding to pay for it; and finding and working with an architect.

CHILD CARE FACILITIES
Part I: Finding a Site identifies ways to locate potential sites in the community in which you wish to establish your center.

CHILD CARE FACILITIES
Part II: Assessing Potential Child Care Sites provides tips on how to assess the potential of a site in terms of suitability for a child care program.

CHILD CARE FACILITIES
Part III: Working with an Architect provides tips on how to find and work effectively with a qualified architect.

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Child Care Facilities:

Part I
FINDING A SITE

Locating suitable space can be a challenge when starting a new early childhood program or relocating an established program. Here are some suggestions on how to find suitable, affordable and available sites.

1 Walk the neighborhood

You will need to do this several times, so be systematic from the beginning. Get a map. Note the locations of residential and commercial sections, schools, churches or synagogues, libraries and where the bus and train routes run. (Ideally, a child care center will be located near the transportation parents take going to work.)

Use one page for each street and note down the address of any building that interested you. The school or religious institution is probably identified outside, often with a phone number.

If you find a possible site but cannot identify the owner of the property, you can check at the City Register, Department of Finance Services and Initiatives, for that borough. Staten Island, however, is independent of the City Registry.

BRONX
1932 Arthur Avenue, 2nd Floor
Bronx, NY 10457. 718-579-6820

BROOKLYN
Kings County Municipal Building, 210 Joralemon Street, Room 2
Brooklyn, NY 11201. 718-802-3588

MANHATTAN
66 John Street, 13th Floor
New York, NY 10038. 212-361-7550

QUEENS
144-06 94th Avenue
Jamaica, NY 11435. 718-298-7200

STATEN ISLAND
Richmond County Clerk's Office, The County Court House
18 Richmond Terrace, Room 103
Staten Island, NY 10301. 718-390-5386

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It is important to keep notes on each address you research, to avoid repeating information if a building is referred to again.

2 Contact the Community Board

There are 59 Community Boards throughout the City, each with 50 volunteer board members. Each board hires a District Manager. It is a good idea to inform the Youth Committee and/or the Social Services Committee and the District Manager about your program: ages of children enrolled; hours of operation; fees, if any; eligibility criteria for enrolling children. Explain your problem: you are recruiting children; you are looking for funding in order to serve a certain population of children; or you need to find space for your program.

3 Contact the Community School Board

The City is divided into 32 elected community school districts. Each school district is currently governed by a community school board, which is responsible for electing and hiring the district superintendent. The district superintendent, in turn, hires the principals of the elementary and junior high schools.

Due to a new law (passed June 2002) the mayor has been given almost total control over the New York City public school system. The 32 community school boards are to be abolished by June of 2003, pending approval of the U.S. Department of Justice. You may want to contact the mayor's office directly to find out who handles the multi-use of school buildings, because of this recent legislation. If there is any possible vacant space in one of the schools, the appropriate person in the mayor's office should be able to tell you.

4 Investigate City-Owned Properties

If landlords fail to pay real estate taxes, the City may take their property (in rem). Some of these might be suitable for early childhood programs. Write a definition of the neighborhood in which you are interested, and a description of the kind of property you want, including the number of square feet needed.

For city owned properties or vacant lots, send your description to:

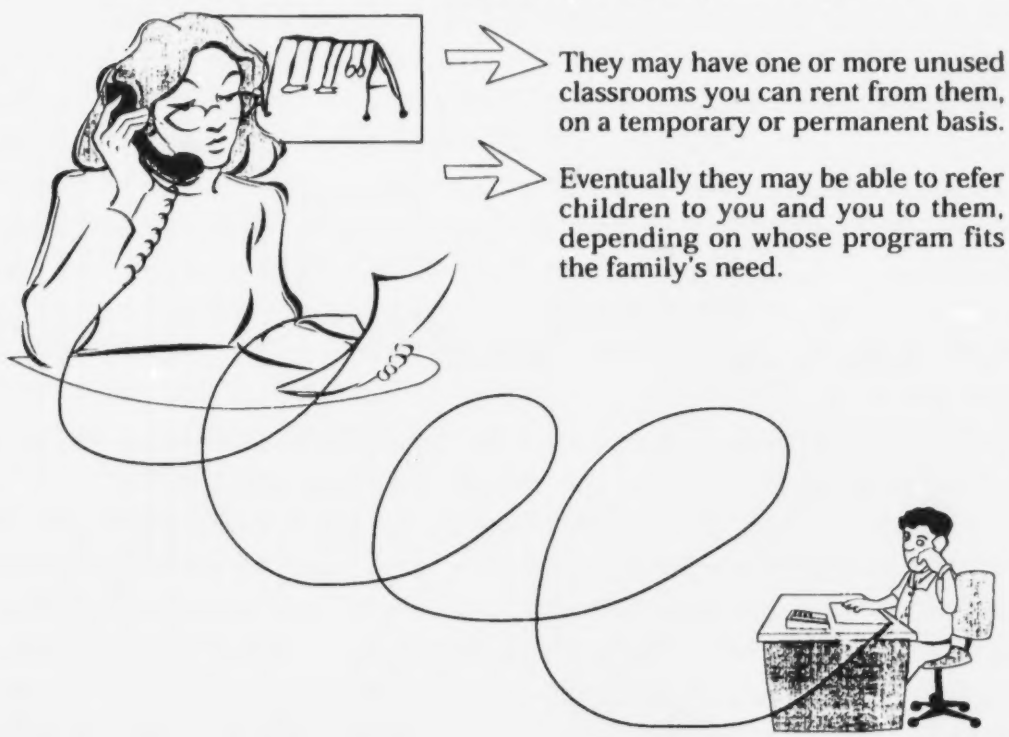
Office of the Division of Real Estate Services
1 Center Street, Municipal Building
19th Floor North
New York, NY 10007
212-669-8888

Website address is: www.nyc.gov/hpd

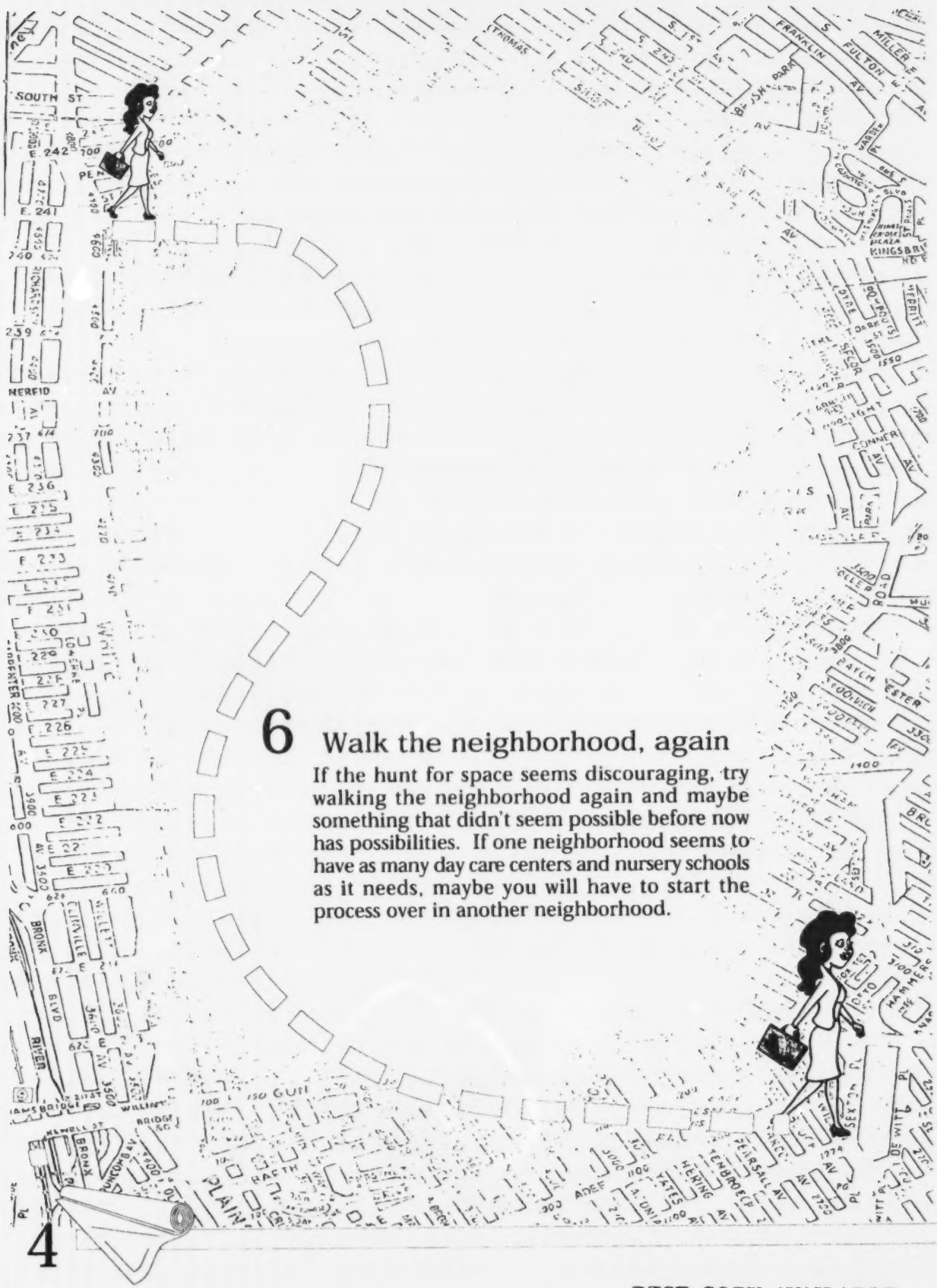
You can also access information there about commercial space in an occupied, city-owned residential building. Be forewarned, you will need to be persistent.

5 Inform all the nursery schools, day care centers, community centers, etc.

Maybe you hesitate to contact the other early childhood programs of a community, thinking they will see you as competition. If you have chosen wisely the kind of program you will offer and know there is a waiting list for that kind of program, then they will consider you more as a colleague than as a competitor. Be in touch with the schools and centers because:



- They may have one or more unused classrooms you can rent from them, on a temporary or permanent basis.
- Eventually they may be able to refer children to you and you to them, depending on whose program fits the family's need.



6 Walk the neighborhood, again

If the hunt for space seems discouraging, try walking the neighborhood again and maybe something that didn't seem possible before now has possibilities. If one neighborhood seems to have as many day care centers and nursery schools as it needs, maybe you will have to start the process over in another neighborhood.

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Child Care Facilities:

Part II

ASSESSING POTENTIAL CHILD CARE SITES

Many factors must be considered in choosing a site for a child care program. The following pages provide some guidance on how to assess potential sites for your child care program to ensure that they meet both licensing requirements and program needs.

AN IDEAL CHILD CARE SITE NEEDS TO...

- Have enough space for 4-5 classrooms of 600 to 1000 square feet each.
- Be located on the ground floor.
- Have at least 70-90 square feet per child in a combination of classroom and non-classroom space.
- Have private, outdoor play space immediately adjoining the classrooms.
- Have substantial natural light and good ventilation.
- Be handicapped accessible.
- Be located with easy, safe access to transportation and facilities to drop off and pick up children.

A program can be smaller than four classrooms; however, overhead costs (e.g., administration, facilities and staff development) make a smaller center less cost-effective. A larger center is also possible, so long as the children do not feel overwhelmed by the size and the staff can know all the families enrolled.

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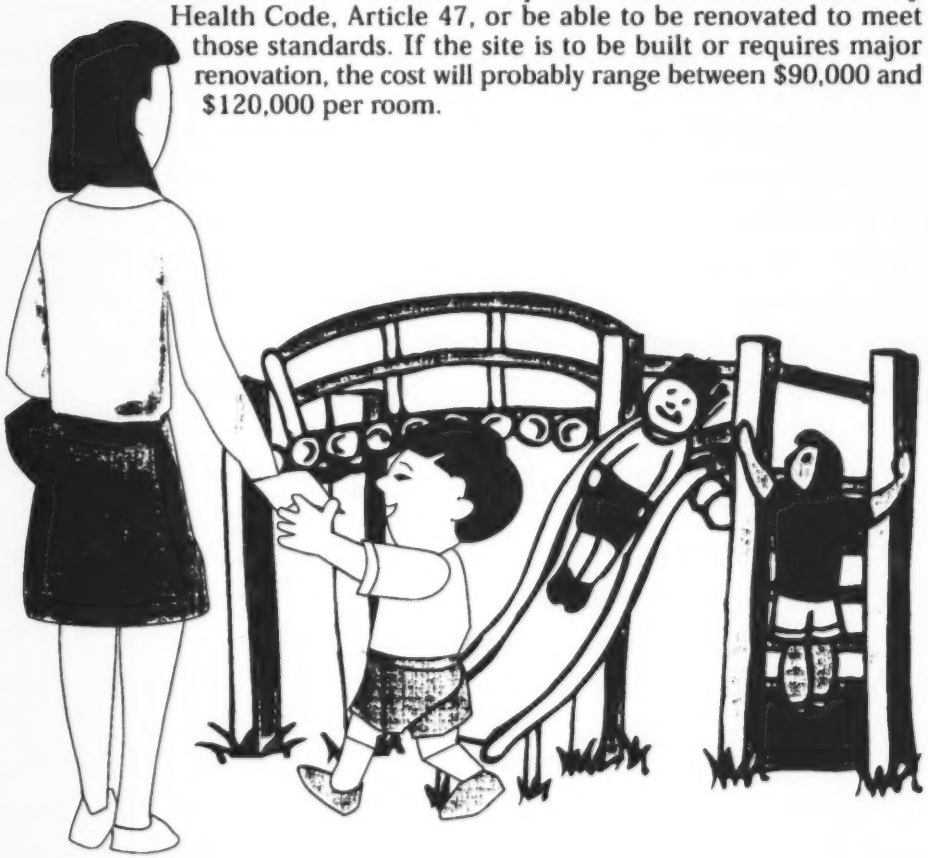
Each classroom must have a minimum of 30[1] square feet per child to meet licensing regulations, not including storage and bathroom areas. Adequate non-classroom space is also essential. Space must be provided for offices, kitchen, bathrooms, storage, teachers' and parents' meeting room, and for large motor activities. Ideally, a total of 70-90 square feet per child should be available. If this is not possible, the center must be very well designed to function well.

The site must also have access to active play areas. The preferred arrangement is to have private playground space immediately adjacent to the classrooms. A nearby park is also acceptable if it is safe, located a very short distance away, and accessible to young children (i.e., does not require the crossing of heavily traveled streets) and usable during the hours the center will be in operation. Indoor space for active play is also important for times when weather makes outdoor activity difficult. This could be a large room within the center or use of space in a nearby community center or "Y."

The site must either meet the requirements of the New York City Health Code, Article 47, or be able to be renovated to meet those standards. If the site is to be built or requires major renovation, the cost will probably range between $90,000 and $120,000 per room.



[1] Although the Health Code requires only 30 square feet per child, the Department of Health and Mental Hygiene consultants recommend 35 square feet per child in full-day programs and 40 square feet per child for infant/toddler programs. The Agency for Child Development also requires 35 square feet per child in programs that it funds.

HOW TO SIZE UP A SPACE

In New York City, programs for young children must meet standards set by the Departments of Health and Mental Hygiene, Buildings and Fire. It is not wise to sign a lease or make a commitment on space until these departments have performed inspections.

1 Amount of Space

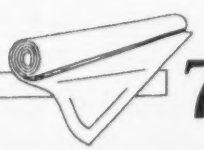
CLASSROOMS

The minimum size of each classroom varies by the age of children to be served. More space than the required minimum—at least about 50 square feet per child—is desirable.

Minimum Space Needed for Classrooms by Ages of Children

Age Range	Maximum Group Size	X	Space per Child	=	Minimum Size of Classrooms
2 months - 6 months	8	X	50*Sq. Feet	=	400 Sq. Feet
6 months - 2 years	10	X	40 Sq. Feet	=	400 Sq. Feet
2 years - 3 years	10	X	35 Sq. Feet	=	350 Sq. Feet
3 years - 4 years	15	X	35 Sq. Feet	=	525 Sq. Feet
4 years - 5 years	20	X	35 Sq. Feet	=	700 Sq. Feet
5 years - 6 years	25	X	35 Sq. Feet	=	875 Sq. Feet

* To ensure adequate space for young infants and their equipment.



Ancillary Space

Additional space is needed for toilets and sinks, storage, offices, entrances, kitchens, etc. A minimum guideline is to assume you will need as much ancillary space as classroom space. If the site includes ample outdoor space and storage, it may be feasible to operate with approximately two-thirds as much ancillary space as classroom space (i.e., multiply classroom space by 1.67).

Center Size

Given the above, the minimum amount of space for centers can be estimated as follows (assume average classrooms size is 700 square feet)

1 classroom	20 children	1,400 square feet total
2 classrooms	40 children	2,800 square feet total
3 classrooms	60 children	4,200 square feet total
4 classrooms	80 children	5,600 square feet total
5 classrooms	100 children	7,000 square feet total

Child care is labor-intensive. Two adults are needed with each group of children and three is preferable. There are few economies of scale in child care; the major cost is labor, and scrimping on staff will impact directly on the quality of the program. Poorly conceived space will require additional staff to maintain proper supervision of children. It is preferable that the center be large enough to support a full-time director, that is, more than 40 children. It might seem logical to start small, but be aware that one or two classrooms will operate at a higher per-child cost than a center with three or more classrooms.

2 Location in Building

The preferred location for child care is the first floor of a building; however, one or two flights of stairs are permissible. If children are under the age of two years, they must be on the first or second floor. There must be two means of egress accessible on foot. Neither elevators nor fire escapes will be considered means of egress. The exits must lead to the street, not to enclosed courtyards.

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3 Other Requirements

One toilet and one sink per 15 children are required; adult facilities must be separate. It is permissible to use small sinks and toilets or to use wooden platforms that permit children to reach fixtures. Classrooms need both natural and artificial light. The light should be evenly distributed and diffused, and free from glare, flickering, or shadows. There must be good ventilation.

The premises must have sprinklers if there are any children under age two. There must be an internal fire alarm system (with visual and auditory signals) if there are more than 30 children.

The New York City Health Code requires "A Certificate of Occupancy or statement of approval from the Department of Buildings that the premises comply with all applicable buildings laws and allows the use of the premises for the intended purpose." Zoning regulations will also be reviewed for the prospective site.

A statement from the Fire Department that the premises comply with all applicable laws and regulations pertaining to fire control is also required. Wooden buildings that do not have a minimum fire rating will not be approved. Generally, masonry, concrete and fireproofed steel structures all meet the requirements.

4 Other Space Requirements

The child care licensing regulations of the Department of Health and Mental Hygiene, Buildings and Fire were set up to protect the health and safety of children in programs. In addition to the standards described above, the following apply to child care programs:

a) The entire center must conform to Local Law 58 and the ADA* (Americans with Disabilities Act) Standards for Accessible Design, and the facility must be accessible to adults and children with disabilities. This means that the center must have certain design features to facilitate use by adults and children with and without disabilities, such as wider doorways, grab bar supports, storage access, counter heights, sinks, toilets, lavatories, electrical receptacles, etc.

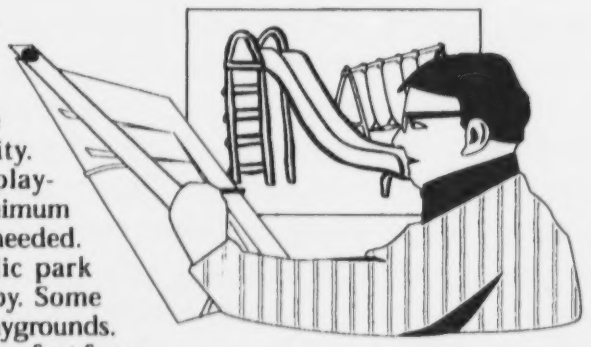
* To obtain a copy of the Americans with Disabilities Act, go to www.eeoc.gov/ada.html. For Local Law 58, go to www.council.nyc.ny.us, click on "Contact Us" and ask them to send you the text of Local Law 58, or call 212-788-7100.

The site must either meet the requirements of the New York City Health Code, Article 47, or be able to be renovated to meet those standards. If the site is to be built or requires major renovation, the cost will probably range between $90,000 and $120,000 per room.

b) The Department of Health and Mental Hygiene has rules for sinks, water fountains, food preparation areas, toilets and changing tables that are designed to minimize infection.

Lead paint, asbestos and other toxic elements must be avoided or eliminated. There is often a requirement to have an environmental survey of the site.

5 Playground



It is desirable that outdoor play space be adjacent to the building, but this is not feasible for many child care programs in New York City. Although the size of the playground is not regulated, a minimum of 60 square feet per child is needed. It is permitted to use public park playgrounds that are close by. Some programs develop rooftop playgrounds. These are required to have a ten foot fence around all areas accessible to children and to have some shaded areas to protect children from the sun. Rooftop playgrounds can work well, but they will increase construction/renovation costs substantially.

6 Rent

In order to compare the relative costs of space with varying layouts and capacities, it is necessary to translate rent into a common denominator: the cost per week per child. Here are the steps to convert rent to cost per child.

1 Calculate the number of children for each classroom, taking into consideration the square feet in the room, the ages of the children to be enrolled and the maximum group size for that age group.

2 Add together the number of children to be served in each classroom. This will be the total capacity.

3 Determine the total rent. If rent will be calculated based on a rate per square foot, add up the total space in the facility, including all classrooms and ancillary space and multiply by the per square foot rate. If you are purchasing or own the building, the rent will be equal to the mortgage.

4. Figure the annual rent:

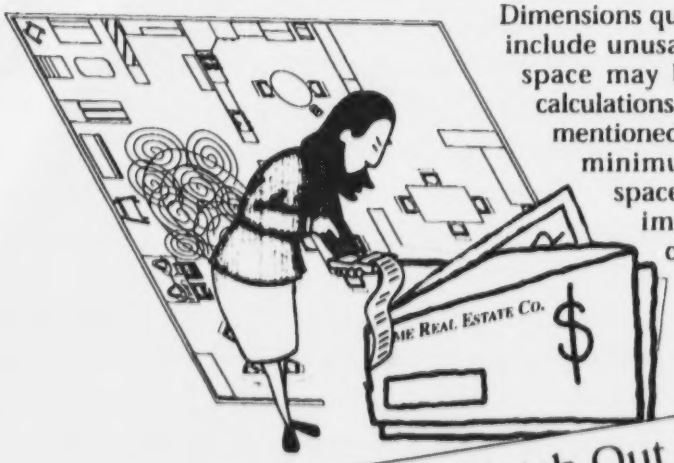
   a) If rent is quoted monthly, multiply by 12.

   b) If rent is quoted per square foot, multiply by the total number of square feet (rent per square foot is an annual rate).

5. Divide the annual rent by the number of weeks of operation of the program, then by the total number of children to be served. This will be the rent per week per child.

Other factors will also need to be taken into account, including the cost of renovations; whether utilities are included in the rent; location relative to the children to be served; and parents' commuting patterns.

On average, rent is 10% to 15% of a viable child care program's budget. If a projected rent will be more than that, it may require raising fees or economizing in areas that impact on the program.

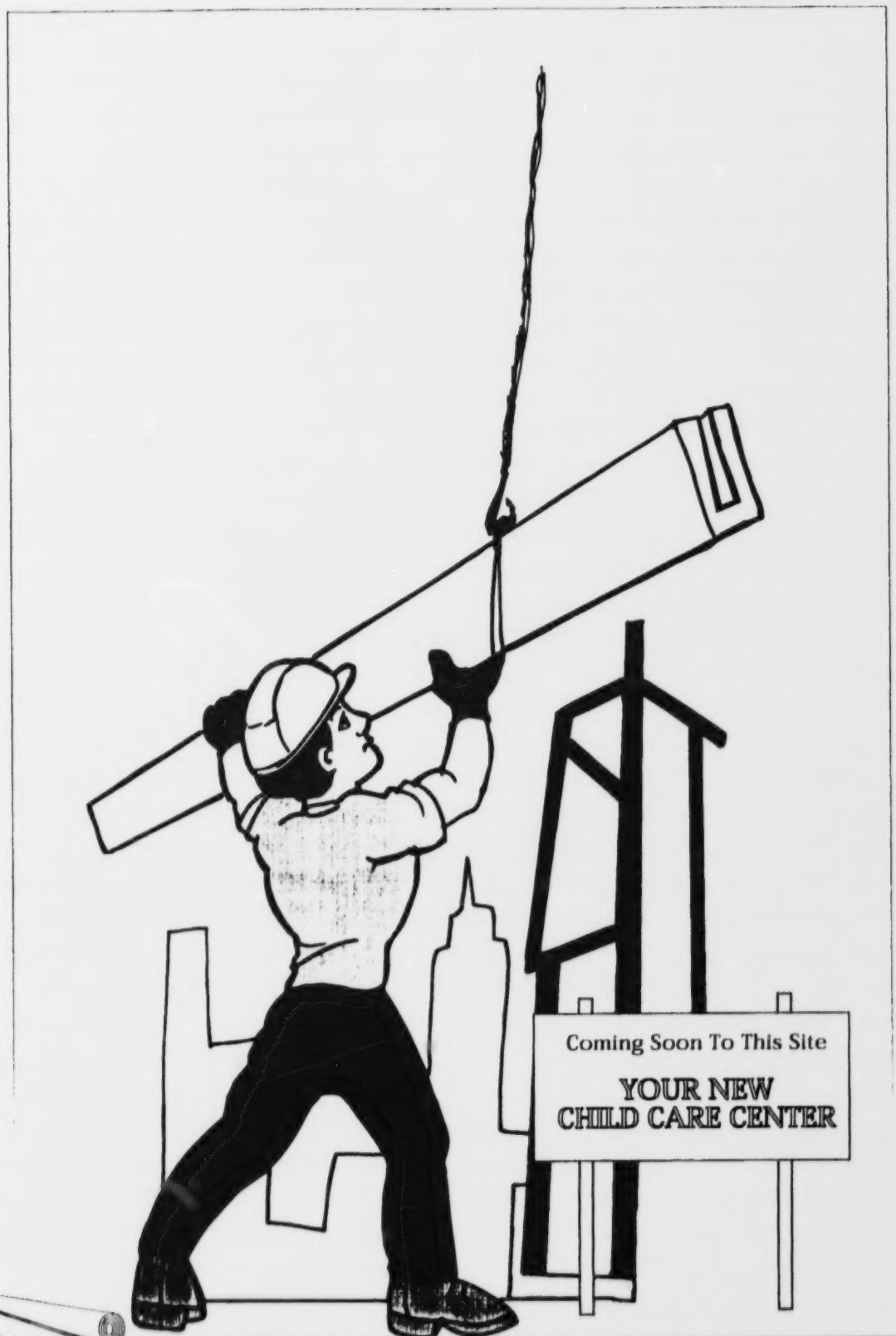


NOTE:
Dimensions quoted by brokers generally include unusable space—although the space may be included in the cost calculations. Also, the "30 square feet" mentioned in the Health Code is the minimum of actual class-room space not including structural impediments (e.g., posts, closets, windows and doors, etc.); bathrooms, storage areas, hallways, etc.

Space Problems to Watch Out For

Here are four things to watch out for that very likely might cause problems in getting a child care site to work well for children and adults:

1. Not enough storage
2. Inadequate outdoor space: too little, too far, unsafe
3. Inflexible plumbing lines that don't allow for toilets or sinks in or near the classrooms
4. Not enough space for the number of children



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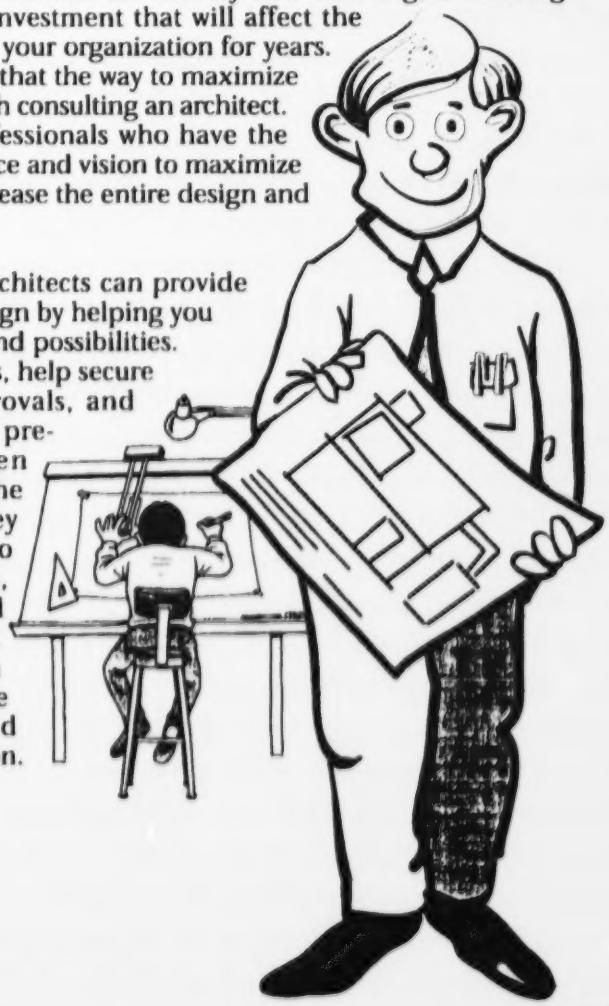
Child Care Facilities:

Part III
WORKING WITH AN ARCHITECT

The information on the following two pages is taken from The American Institute of Architects web site, which contains more useful tips and can be accessed at: http://www.aiaaccess.com/

What do Architects do? How can they help your business?

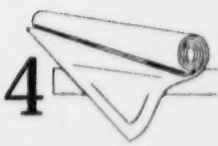
Whether you're about to expand your current facility, adapt an existing structure to a new use, or construct an entirely new building, a building project represents a major investment that will affect the productivity and efficiency of your organization for years. Smart decision-makers know that the way to maximize such an investment begins with consulting an architect. Architects are the only professionals who have the education, training, experience and vision to maximize your construction dollar and ease the entire design and construction process.



Early involvement is key. Architects can provide meaningful guidance for design by helping you define the building project and possibilities. They can conduct site studies, help secure planning and zoning approvals, and perform a varietry of other pre-design tasks. Plus, when architects are involved at the earliest planning stage, they gain more oppor-tunities to understand your business, develop creative solutions and propose ways to reduce costs. The long-term result is a facility that adds to the productivity, efficiency, and effectiveness of your operation.

TWENTY QUESTIONS TO ASK YOUR ARCHITECT

1. Whom will you be dealing with directly? Is that the same person who will be designing the project? Who will be designing my project?
2. How will the architect approach my project?
3. How will the architect gather information about my organization's operations, project site, and so forth?
4. How will the architect establish priorities and make decisions?
5. What does the architect see as important issues or considerations for the project? What are the challenges of the project?
6. What is the architect's design philosophy?
7. What are the steps in the design process?
8. How busy is the architecture firm?
9. How interested is the architect in my project?
10. What sets this architect/architecture firm apart from the rest?
11. How does the architect/architecture firm establish fees? What would the architect expect the fee to be for my project?
12. How does the architect organize the process?
13. What does the architect expect me to provide?
14. What is the architect's experience in obtaining local government approvals? Handling public hearings?
15. What is the architect's experience/track record with cost estimating?
16. What will the architect show me along the way to explain the project? Will I see models, drawings, or computer images?
17. Inevitably, there are changes that occur with any project. How does the architect handle change orders? Who pays for changes?
18. If the scope of the project changes later in the project, will there be additional fees? How will these fees be justified?
19. What services does the architect provide during construction?
20. Can the architect/architecture firm supply a list of clients with whom they have worked in the past?



Anatomy of a Project: Range of Architectural Services

As the owner, you will find it helpful to review this chart with your architect to acquaint yourself with the various phases of design and construction and the services available for each. With that knowledge, you will be able to work with your architect to select services that meet your needs.

This chart lists types of services offered by architects. The chart groups services under seven broad classifications that track the possible phases of a project as described in AIA Document B163, Standard Form of Agreement Between Owner and Architect for Designated Services. This agreement contains an expansive listing of available services and allows the parties to identify in detail the specific services required for a given project.

Project Administration & Management Services

- Project Administration
- Disciplines Coordination/Document Checking
- Agency Consulting/Review/Approval
- Owner-Supplied Data Coordination
- Schedule Development/Monitoring of the Work
- Preliminary Estimate of Cost of the Work
- Presentation

Predesign Services

- Programming
- Space Schematics/Flow Diagrams
- Existing Facilities Surveys
- Marketing Studies
- Economic Feasibility Studies
- Project Financing

Site Development Services

- Site Analysis and Selection
- Site Development Planning
- Detailed Site Utilization Studies
- On-Site Utility Studies
- Environmental Studies and Reports
- Zoning Processing Assistance
- Geotechnical Engineering
- Site Surveying

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Design Services

- Architectural Design/Documentation
- Structural Design/Documentation
- Mechanical Design/Documentation
- Electrical Design/Documentation
- Civil Design/Documentation
- Landscape Design/Documentation
- Interior Design/Documentation
- Special Design/Documentatio
- Materials Research/Specifica

Bidding or Negotiation Services

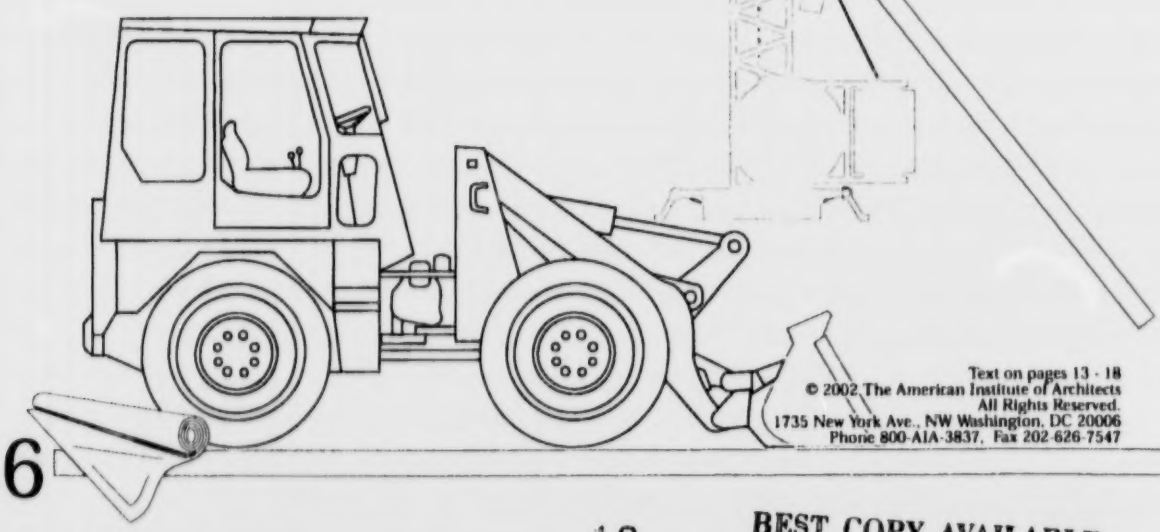
- Bidding Materials
- Addenda
- Bidding/N tiation
- Analysis lternates/Subst
- Specia ling
- Bid-Ev n
- Contra d

Contract Adminis ation Services

- Submittal Services
- Observation Services
- Project Representation
- Testing & Inspection Adm ratio
- Supplemental Documen n
- Quotation Requests/Ch e Orders
- Contract Cost Accoun g
- Furniture & Equipme Insta dministration
- Interpretations and D cisio
- Project Closeout

Postcontract Services

- Maintenance and Operational Programming
- Startup Assistance
- Record Drawing
- Warranty Review
- Postcontract Evalu



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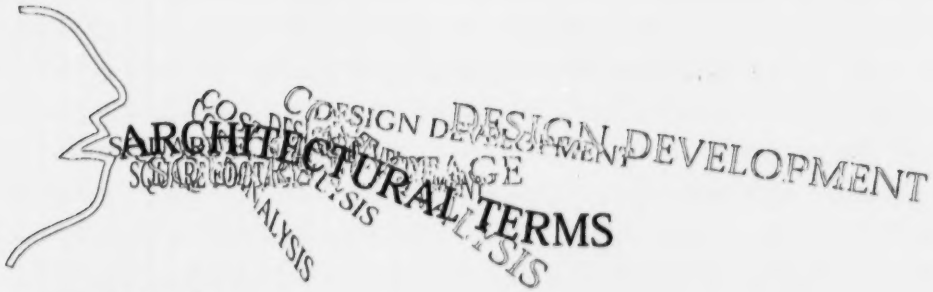

Approved Equal
Substitute material, equipment, or method—proposed by the contractor and approved by the architect—which is deemed to be equivalent in essential attributes to the material, equipment, or method specified in the contract document.

Architect
A designation reserved, usually by law, for a person or organization professionally qualified and duly licensed to perform architectural services.

Building Codes
Regulations, ordinances or statutory requirements of a government unit relating to building construction and occupancy, generally adopted and administered for the protection of public health, safety, and welfare.

Change Order
An amendment to the construction contract signed by the owner, architect, and contractor that authorizes a change in the work or an adjustment in the contract sum or the contract time or both.

Construction Budget
The sum established by the owner as available for construction of the project, including contingencies for bidding to contractors and for changes during construction.

Construction Documents
Drawings and specifications created by an architect that set forth in detail requirements for the construction of the project.

Cost Analysis
The architect calculates expected future operating, maintenance and replacement costs of desired designs and features to assist homeowners in developing a realistic design and budget estimate.

Design/Build
A method of project delivery in which the owner contracts directly with a single entity that is responsible for both design and construction services for a construction project.

Design Development
The architect prepares more detailed drawings and finalizes the design plans, showing correct sizes and shapes for rooms. Also included is an outline of the construction specifications, listing the major materials to be used.

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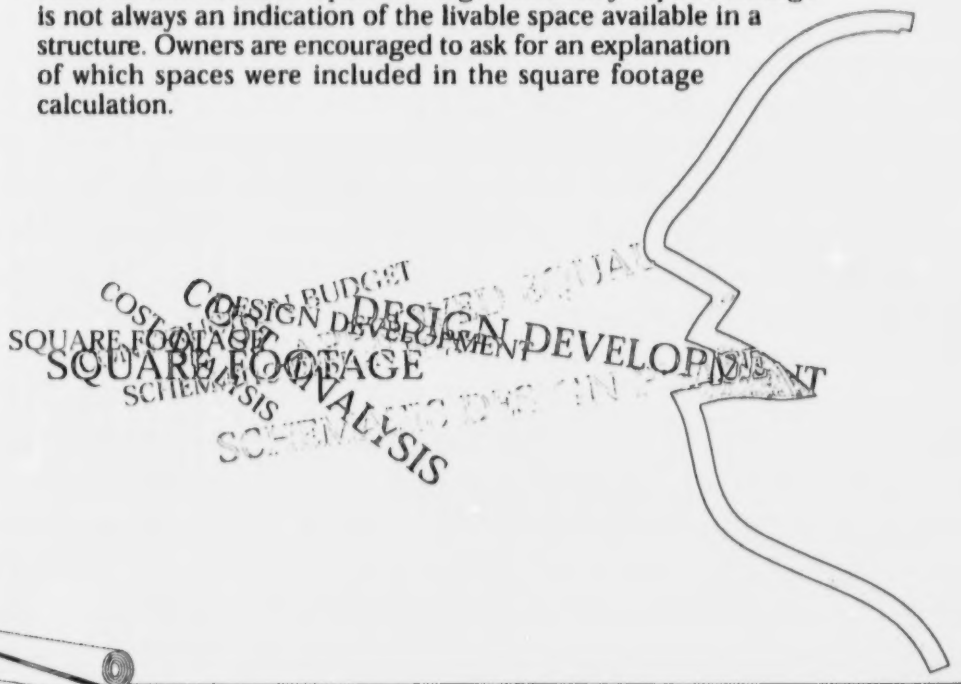
Programming
The architect and homeowner first discuss the goals, needs, and function of the project; design expectations and available budget; pertinent building code and zoning regulations. The architect prepares a written statement setting forth design objectives, constraints, and criteria for a project, including special requirements and system and site requirements.

Project Budget
The sum established by the owner as available for the entire project, including the construction budget, land costs, costs of furniture, furnishings, and equipment; financing costs; compensation for professional services; cost of owner-furnished goods and services; contingency allowance; and similar established or estimated costs.

Schematic Design Phase
The architect consults with the owner to determine the requirements of the project and prepares schematic studies consisting of drawings and other documents illustrating the scale and relationships of the project components for approval by the owner. The architect also submits to the owner a preliminary estimate of the construction cost based on current area, volume, or other unit costs.

Specifications
A part of the construction documents contained in the project manual consisting of written requirements for materials, equipment, construction systems, standards, and workmanship.

Square Footage
Can be calculated as both gross and net square footage. No uniform standard for computing residential square footage yet exists. Architects, builders, and realtors each measure square footage differently. Square footage is not always an indication of the livable space available in a structure. Owners are encouraged to ask for an explanation of which spaces were included in the square footage calculation.



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FURTHER INFORMATION

THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN has some relevant publications:

Planning Environment for Young Children: Physical Space, by S. Kritchevshy & E. Prescott with L. Walling, 6th printing 1983, $2.50 (NAEYC #115);

Let's Play Outdoors, by K.R. Baker, 11th printing 1985, $3.00 (NAEYC #101)

Contact information: The National Association for the Education of Young Children
150916th Street, NW, Washington, DC 20036-1426
Phone at 800-424-2460
Web site: http://www.naeyc.org

CHILD CARE INFORMATION EXCHANGE has published several useful articles and books on child care space:

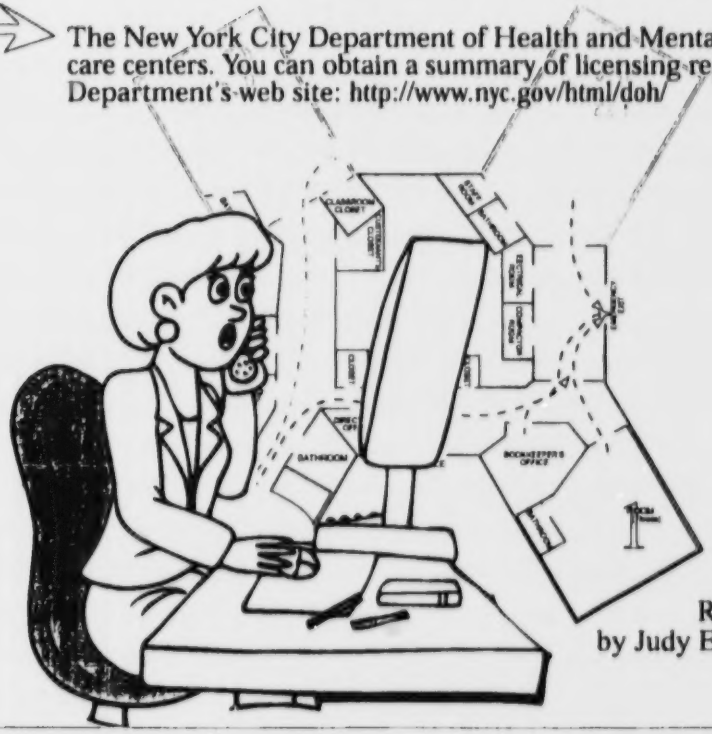
Contact information: Child Care Information E

The following publication by THE AMERICAN INSTITUTE OF ARCHITECTS might be helpful as you work with your architect:

You and Your Architect

Contact information: The American Institute of Architects
1735 New York Avenue, NW, Washington DC 20006
Web site: http://www.aiaaccess.com

The New York City Department of Health and Mental Hygiene regulates child care centers. You can obtain a summary of licensing regulations by accessing the Department's web site: http://www.nyc.gov/html/doh/



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by Judy Ennes and Charles Lauster

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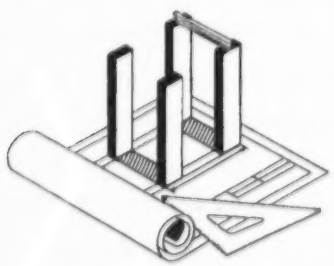

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